DOCUMENT RESUME

ED 458 824 FL 026 981

AUTHOR Diaz, Criss Jones
TITLE Multilingual Literacies in the Primary Classroom: Making the Connections.
INSTITUTION Primary English Teaching Association, Marrickville (Australia).
REPORT NO PETA-PEN-130
ISSN ISSN-1442-603X
PUB DATE 2001-10-00
NOTE 10p.
AVAILABLE FROM Primary English Teaching Association, P.O. Box 3106, Marrickville, NSW 2204, Australia.
PUB TYPE Guides - Non-Classroom (055) -- Information Analyses (070)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Bilingual Education; *Bilingual Education Programs; Class Activities; Classroom Techniques; Elementary Education; Family School Relationship; Foreign Countries; *Literacy; *Multilingualism; Teaching Methods
IDENTIFIERS Australia

ABSTRACT

This report explores how students' multilingual literacies can become part of everyday classroom practices. It discusses the contribution made by the home language in English language learning and literacy by highlighting the connections between languages in mainstream classroom settings. The strategies highlighted here focus on the representation of languages other than English. An overview of multilingual resources, including bilingual books, electronic resources, and software, is provided. Extensive lists of bookstores; resource centers and libraries; CD-ROMs, interactive stories, and videos; and foreign language Web sites available in Australia are also provided. (Contains 25 references.) (KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

PETA

pen 130

ED 458 824

Multilingual literacies in the primary classroom: Making the connections

CRISS JONES DIAZ

When they come to school settings, bilingual children bring a diversity of language and literacy experiences. They constantly engage in a range of contexts where the literacy practices, conventions and negotiation of meaning are intricately bound to the use of their home language.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Carr

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 024 981

BEST COPY AVAILABLE

pen 130

PETA

Multilingual literacies in the primary classroom: Making the connections

CRISS JONES DIAZ

When they come to school settings, bilingual children bring a diversity of language and literacy experiences. They constantly engage in a range of contexts where the literacy practices, conventions and negotiation of meaning are intricately bound to the use of their home language.

Young bilingual children are also emerging 'biliterates' who engage in daily interactions with visual and written texts alongside significant adults, siblings and friends.

The reality of the multilingual classroom can be confronting for teachers who, more than ever, may feel that they are under pressure to focus on achievements (and thus learning experiences) in 'English'. Some of this pressure may indeed come from the parents/carers of bilingual children, who see their children's future success to be strongly linked to the 'literacies of power' that revolve around the dominant language, English. Yet, for many bilingual communities, the maintenance and development of the home language is seen as a fundamental link to identity, family cohesion and cultural practice.

In response to this pressure, however, it is important that teachers do not take a narrow view of literacy learning. Students acquire literacy, or meaning-making, skills in many languages. Often, there is a mutuality to the learning that occurs in a bilingual student's first language and in the second language, English.

In a pedagogical sense, there is also broad consensus that students learn best when they are enabled to participate in knowledge construction as they hypothesise, test, solve problems and interact with teachers and peers. For that participation to occur, students cannot be isolated by exclusively monolingual experiences in a language over which they have very limited control. In other words, teachers should support bilingual students' learning in *both* languages.

This PEN will explore how students' multilingual literacies can become part of everyday classroom practices. It will discuss the contribution made by the home language in English-language learning and literacy by highlighting the connections between languages in mainstream classroom settings. The strategies highlighted will focus on the representation of languages other than English in the classroom. Finally, this PEN will present an overview of some multilingual resources, including bilingual books, electronic resources and software.

Multilingual literacies

According to the 1996 census, 240 languages other than English are spoken in Australia. This includes 48 indigenous languages (Australian Bureau of Statistics, 1996). This means that around 2.5 million Australians (16%) speak a language other than English at home. While English is the official (and the predominant) language spoken in Australia, many Australians, including children, use more than one language in everyday interactions and social practices.

Contemporary theoretical frameworks frame literacy as a social technology for communicating a variety of meaning systems, such as the way we speak, listen, read, write, view, think, draw, sing, make, act, perform, and

so on. These meaning systems depend upon the social and cultural fields in which these activities take place, and are negotiated and mediated across different languages and literacies (see, for example, The New London Group, 1996; Beecher & Arthur, 2001). Across Australia, multilingual literacies and cultural practices promote the intercultural exchange, awareness and dialogue that are necessary resources for operating in a competitive global economy and a multicultural society.

The home language and English: What are the connections?

Within the last 20 years, research into childhood bilingualism has pointed to the social, cultural, linguistic and intellectual gains in growing up bilingual (see Cummins, 1996; Corson, 1998). Early bilingual experiences in childhood enhance metalinguistic awareness — the ability to analyse critically the ways in which different languages operate. In comparative studies between bilingual and monolingual children, bilingual children have demonstrated a more refined alertness towards language processing, and a sensitivity to language form and function (e.g. Bialystok, 1991). As a result, their overall literacy learning appears to be enhanced. This highlights the important contribution of the first language to second-language learning.

It is apparent, then, that bilingual learners transfer first-language knowledge, concepts and skills in order to make sense of English. Evidence of this transfer has led to the 'interdependence hypothesis' (see Cummins, 1991, 1996; Durgunoglu & Verhoeven, 1998), which proposes that the visual, linguistic, cognitive and communicative strategies in first-language learning can be applied to second-language and literacy learning.

Many aspects of language proficiency are common across languages. Children learning English as a second language often draw on their knowledge of language features such as phonology, syntax, tense, tenor and modality from their first language. For example, Durgunoglu's longitudinal study (1998) of 46 first-grade Spanish/English bilinguals examined the influences of Spanish literacy on English-literacy development, and predictors of success in English-literacy development. Its findings reaffirm what many similar studies have documented (see, for example, Bialystok, 1991; Cummins, 1991). The children in this study demonstrated basic word-recognition and spelling proficiencies in English, even though they had received limited formal instruction in English. Their ability to read English words was directly attributed to their phonological awareness in Spanish. In this way, the first language operates as a useful comparative linguistic resource for literacy learning in the second language.

It follows, then, that for children whose first (home) language is well established, high levels of second-language proficiency are attainable (Corson, 1998). Gibbons (1991:6) notes that "[children] who arrive in school with a strong command of their first language and a developed range of concepts in that language are thus in a very favourable position to learn English".

From this, it is clear that teachers must be willing to allow students to transfer their home-language knowledge, and to draw on familiar experiences that they have gained in both the first and second language. Yet teachers in mainstream classrooms do not always build upon the language resources of their students. Some bilingual students experience great incongruence between school and home/community settings. To make matters worse, this incongruence usually marginalises the literacy practices they use in their own communities. This sends a message that these practices are less significant than those practices valorised by the school.

Literacy practices outside of school settings may include ethnic or Saturday school, religious events and routines, or communicating with family members overseas. These practices involve children in negotiating meaning and knowledge. These are experiences that shape children's identity, and the links between the use of languages and identity is highly significant.

Identity construction in bilingual children is experienced through living in more than one cultural space, or "in the crack between two worlds" (Garcia-Canclini, 1995). In this sense, we come to understand identity as something that is changing and shifting, constantly in the process of transformation (Hall, 1996). Bilingual children's understandings of themselves are mediated in the languages they speak, understand and write. Hence "they are not only exchanging information ... they are also constantly organising and reorganising a sense of who they are and how they relate to the social world" (Norton, 1997:410). These experiences occur against a backdrop of other social identities such as gender, 'race', class, ethnicity, sexuality and so on. The following profile puts a spotlight on the 'cultural space' that one student occupies.

Language and cultural profile

Child: Marta Álvarez
Age: 7 years, 5 months
Parents: José (father) and Teresita (mother)
Siblings: Salvador (12) and Martín (3.5)

Languages spoken at home: Spanish (from El Salvador) and English

Family history: Parents migrated from El Salvador in 1995. Salvador was born in El Salvador; Marta and Martín were born in Australia.

Language used with family members and friends: The parents speak Spanish to each other, while the children speak English to each other. The oldest child speaks Spanish to the parents. The younger child spoke Spanish to the parents up until the age of 3; since starting preschool, she refuses to speak Spanish to her parents. Marta spoke Spanish to her parents up until she started school; she currently speaks both Spanish and English to her parents.

Family literacy practices: Marta's mother is a trained teacher from El Salvador and is studying at TAFE. Her qualifications as a teacher are not recognised in Australia. She works as a cleaner during the day and studies at night. Marta's father is a painter. Teresita tries to read English and Spanish books regularly to Marta and Salvador, but is often too tired at night. On weekends, the family members listen to Latin music and Latin-American community radio, and attend cultural events in the community, but they have very few Latin-American friends. Both the parents enjoy reading *El Español* (the local Spanish-language newspaper).

Child's literacy practices: Marta enjoys playing with her brothers' Gameboys and video games. She enjoys popular culture such as Barbie, Pokémon and Crazy Bones. She loves drawing, and demonstrates unique talent in this area.

Identity and cultural practices: The family attend the Spanish church; this is their only contact with Latin Americans in the community. They have no extended family in Australia and know only one other family from El Salvador, who live across the other side of the city. Consequently, they depend on the church community for support and assistance. They hope to return to El Salvador soon so that the children will 'know' their cousins, aunts and grandparents, and the country.

Education and learning: José and Teresita want their children to retain Spanish, and are concerned that the younger children will eventually forget the language. Salvador and Martín attend Spanish school on Saturday mornings. However, Martín's motivation for attending these classes is very low. Teresita tries to borrow Spanish books from the library, but has very little time to search them out. She tries to buy Spanish books, but they are expensive. Teresita and José insist that homework is done every night, but find that their limited English prevents them from helping their children. They would like their children to learn a musical instrument, but the tuition fees are very expensive.

The profile above reminds us that in Australia, growing up in a multilingual community or a bilingual family involves wide-ranging uses of the home language. Not all children use their first language exclusively at home. Many, in fact, speak a combination of English and the home language with family and community members, across a range of social and cultural contexts. However, many bilingual children, especially those born in Australia, are reluctant to use their home language upon entry into school settings. Research into language shift and loss in young bilingual children reveals that the earlier children are exposed to predominantly English-speaking environments, the more likely they are to undergo *subtractive* experiences of bilingualism (Cummins, 1993).

Subtractive bilingualism is likely to occur when the second language replaces the home language. In young children, this is apparent when learning English in predominantly English-speaking environments (such as day care or school) takes place without sufficient support being given to the home language. One study conducted in Canada (Cummins, 1991) looked at the bilingual skills of 20 Portuguese-speaking students from early Kindergarten to Grade 1. Even at the early Kindergarten level, significant rates of language shift were identified, even in students whose parents spoke predominantly Portuguese with them. By the time the students completed Grade 1, only two were rated conversationally more proficient in Portuguese than in English. Given the interrelationships between first- and second-language learning established earlier, it is likely that these students' attainments in *both* languages would have been higher if the first language had been supported at the school setting.

Children's rejection of their home language is often paralleled by their disinterest in their cultural identity (Wong-Fillmore, 1991). Recent Australian research (Oliver & Purdie, 1998) has documented children's understandings of the attitudes held by parents and community members towards their home language and English. The study reveals that children are able to perceive and articulate negative attitudes towards the use of the home language, while identifying positive attitudes

towards the use of English. These attitudes have a powerful effect on students' language choice in bilingual situations.

Teachers, therefore, should not assume that bilingual children have regular opportunities to use their home language. On the contrary, children are highly motivated to learn and use English at school, not only because friends and adults may not speak their language, but because survival in the playground and classroom depends upon the use of English. Consequently, bilingual children are often reluctant to use their home language in school settings, particularly as their competence and proficiency in English increases.

It follows, then, that in order to extend students' multilingual experiences, teachers need to develop insights into students' attitude towards the home language, and to investigate the extent to which students engage in literacy practices in their home language. This will enable teachers to apply classroom practices that are:

- additive — building on bilingual students' capabilities in both languages
- valorising — explicitly recognising the value of students' home languages.

This has implications for teaching practice, some of which are set out below.

Strategies for classroom teachers

Grouping students to promote the home language

A variety of groupings can promote and extend students' literacy learning in the home language and English. Students need opportunities to use their home language in meaningful contexts that encourage sustained and active conversations while engaging in literacy-rich experiences. It is vital that teachers make use of every opportunity to promote print, script and other literacy codes in the environment so that meaningful and relevant connections are made to students' daily experiences. In this way, students learn about the variety of print forms that exist in the community, and appreciate that all languages are communicative and functional in Australia.

The following overview of different grouping strategies highlights aspects that promote literacy learning in both home languages and English. It draws particular attention to the potential of each grouping to promote the use of students' home languages. Groupings should always remain flexible and relevant to the nature of the task.

Mixed-aged groups enable younger students to draw on the situated expertise of older, more experienced students. These groups provide bilingual students with opportunities to extend their vocabulary and develop

Additive and valorising approaches with bilingual learners

- Encourage parents/carers to continue to use the home language at home. If family members are able to read in their LOTE, encourage them to read and talk about books in the home language.
- Encourage students who speak the same language to work together using the language in the classroom.
- Allow time for extended interaction in the home language. When a language other than English is included in interrupted or random ways, opportunities for learning can become limited. Extended interactions encourage engagement (learners will not 'switch off') and enable depth in investigations (learners will develop concepts).
- Connect families to other families from the same language or cultural group.
- Maintain up-to-date information on ethnic schools and community-language programs, bookshops and libraries.
- Hold regular parent meetings in the relevant community languages using trained interpreters.
- Connect students' experiences to curriculum areas through ongoing discussions about daily practices of family, community and cultural life. Represent print and script from students' home languages in the classroom environment, using wall displays, posters and work samples.
- Facilitate all students' understanding of the linguistic diversity that exists in the classroom. Critically examine all students' attitudes towards linguistic difference.
- Openly discuss students' experiences of speaking a LOTE. Point out the advantages of being bilingual, and encourage students who share a LOTE to use that language in the classroom and in the school community.

BEST COPY AVAILABLE

control over their home language in a variety of playful and investigative contexts. This may require students to be grouped across stages around particular learning areas/strands; alternatively, they may be grouped during different times of the day or in specific groups such as family groups.

Sibling groups are particularly effective when settling students who have recently migrated to Australia. Children arriving from overseas will find comfort working or playing alongside siblings in which the pressure to speak English is minimised. These groups also provide opportunities for students to build on and transfer existing linguistic knowledge using their first language.

Buddy groups often work well in conjunction with peer-support schemes, which are designed to extend the scaffolding potential that exists between students. For example, Year 6 students may be teamed with Kindergarten students to support reading or writing activities. Peer-support schemes often encourage students' social networks, which are established through playground play. When their members are from the same language background, buddy groups promote cultural and language identity.

Self-selected groups enable students to base groupings around friendship or interest networks that have been established inside or outside the educational setting. These groups motivate students to draw on their range of cultural and linguistic resources and knowledge as they share, for example, their interests in insects, dinosaurs, sea creatures or popular-culture narratives.

Resources for classroom teachers

Community-language teachers

Community-language teachers can make a crucial contribution to mainstream classrooms. Their language and cultural expertise provide vital connections to students' everyday cultural, linguistic and social experiences. They promote a greater understanding and appreciation of cultural diversity and difference. They affirm students' cultural identity, and validate home languages as students see their languages being recognised and taught as part of the school curriculum. They strengthen home–school collaborations as families and communities see their language and culture being valued by the school.

Community-language programs should represent the cultural and language groups attending the school, rather than offering a language that has higher economic and social status. Community-language teachers are not only employed for their language proficiency and cultural knowledge; they are expected to use their languages on a daily basis in a consistent manner with students who speak the same language. They are able to:

- settle students who do not speak English into the setting
- use their home language consistently and regularly with students who speak that language throughout the day
- make links with homes and communities, community groups and government funding bodies
- provide information to all staff members (including office staff) about students' experiences of language, ethnicity, 'race', religion and so on
- take specific language groups, either as community-language classes or small, language-specific groups in mainstream classrooms, to extend the home language
- document students' use of the language with other students and adults who speak that language
- observe and assess students' proficiency in the home language across a range of contexts
- collaborate with teachers to integrate the home language across learning areas
- encourage and support family members to use the home language
- translate material into the first language.

LOTE books and electronic resources

Resources in languages other than English provide opportunities to connect with the socio-cultural and linguistic experiences that are relevant to students' everyday lives. They also provide moments for extending students beyond existing knowledge to new knowledge. However, resources are only effective when used appropriately and regularly. Often, LOTE resources languish in cupboards and store rooms, or are put out but not integrated into the daily program.

In Australia, unfortunately, the availability of LOTE and bilingual books is problematic for minority languages, particularly those languages which are not traditionally script-based and have a minority of speakers. Due to increasing demand, however, a much greater variety of languages and text types is emerging.

Bilingual books that represent the languages of the students in the classroom provide all students with opportunities to explore the diversity of text types that exist in many languages. All students should be encouraged to explore a range of books in languages other than English. These books can be borrowed (from parents/carers or libraries) or purchased. Students can be encouraged to take them home and share them with family members. Bilingual students will be further encouraged to read home-language books if they see their language being valorised by peers, teachers and families. Listening posts and spoken-word books also provide an excellent opportunity for students to gain access to books in their home language.

Bookshops

All Foreign Languages Bookshop
101 William St
Perth WA 6000
Ph. 08 9485 1246, Fax 08 9321 9181, Email books@Allforeignlanguages.com
Books in over 100 languages. Stocks include learning aids, ESL texts and teacher references, dictionaries, novels, travel/phrase books, cassettes, CD-ROMs, videos and children's books.

China Books
81 Enmore Rd
Enmore NSW 2042
Ph. 02 9557 2701, Fax 02 9565 2711
Books, CDs, cassettes, computer programs, posters etc. in Chinese, Filipino, Indonesian, Japanese, Korean.

The East Bookshop
122 Gouger St
Adelaide SA 5000
Ph./Fax 08 8410 1118
Specialises in books and periodicals from China.

Europa Bookshop
238 Rundle St
Adelaide SA 5000
Ph. 08 8223 2289, Fax 08 8223 5704, Email europa@tpgi.com.au
Specialises in travel/phrase books, but has language cassettes and international magazines.

Global Language Books
Shop 7, 1 Toongabbie Rd (PO Box 108)
Toongabbie NSW 2146
Ph. 02 9896 5811, Fax 02 9688 3640, Email glbook@ihug.com.au
Dual-language and bilingual books in Arabic, Bengali, Chinese, Croatian, French, German, Greek, Gujarati, Hindi, Japanese, Indonesian, Italian, Khmer, Korean, Lao, Macedonian, Maltese, Portuguese, Punjabi, Samoan, Somali, Spanish, Tagalog, Tamil, Thai, Tongan, Turkish, Urdu, Vietnamese.

Greek Book Importers
145 Sydney Rd
Brunswick Vic. 3056
Ph. 03 9388 0338, Fax 03 9388 1171, Email dm@dsoin.com.au
Books, CD-ROMs, CDs, videos, games, dictionaries in Greek.

Hispanic Culture Circle
4 Jarvis Place
Hebersham NSW 2770
Ph. 02 9835 1222
Books, videos, CDS and cassettes in Spanish.

Intext Book Company
Suite 4, Level 4
97 Pacific Highway
North Sydney NSW 2060
Ph. 02 9955 5856, Fax 02 9957 5787
Books in Arabic, Bengali, Chinese, Croatian, Dutch, Farsi. Computer software in Chinese, French, German, Hebrew, Indonesian, Italian, Japanese, Spanish and Vietnamese.

Islamic Book Shop
Shop 2, 165–171 Haldon St
Lakemba NSW 2195
Ph. 02 9758 4040, Fax 02 9758 4030,
Website www.islamicbookstore.com.au
Five thousand titles in Arabic books. Software, audio and video resources.

Kambing International Press
Fax 02 6259 8775, Email enquiries@kambing.com.au
Specialises in Indonesian-language and ESL resources.

Korean Books of Sydney
6/47 Park Rd
Cabramatta NSW 2166
Ph. 02 9787 4545, Fax 02 9718 0110

Language Book Centre
131 York St
Sydney NSW 2000
Ph. 02 9267 1397, Fax 9264 8993, Email 222.language@abbeys.com.au
Books and materials in Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Khmer, Spanish, Russian, Vietnamese. Computer software in Chinese, Danish, Finnish, French, German, Hebrew, Indonesian, Italian, Japanese, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish.

The Language Centre Bookshop
The Old Post Office, 115 Brisbane St
Perth WA 6000
Ph. 08 9328 8965, Fax 08 9328 6161, Email language@iinet.net.au
Dual-language and bilingual books in Afrikaans, Albanian, Amharic, Arabic, Armenian, Bengali, Bulgarian, Burmese, Byelorussian, Cambodian, Cantonese, Chinese, Croatian, Czech, Danish, Dutch, Farsi, Filipino, Finnish, French, Gaelic, German, Georgian, Hebrew, Hindi, Hmong, Hungarian, Icelandic, Ilokano, Indonesian, Irish, Italian, Japanese, Korean, Khmer, Lithuanian, Macedonian, Malay, Mandarin, Nepali, Norwegian, Pidgin English, Polish, Portuguese, Romanian, Russian, Sanskrit, Scandinavian, Serbo-Croatian, Spanish, Swahili, Swedish, Tagalog, Tibetan, Tongan, Turkish, Ukrainian, Urdu, Vietnamese, Welsh, Xhosa, Yiddish, Yugoslavian.

LOTE Bookshop
386 Mt Alexander Road
Ascotvale Vic. 3032
Email gary@lote.com.au
Books and teaching resources in Arabic, Chinese, Filipino, French, Greek, Indonesian, Italian, Japanese, Khmer, Spanish, Thai, Vietnamese.

Professional and Linguist Bookshop
Shop 9, Mayfair Shopping Plaza 236
Sandy Bay Rd
Sandy Bay Tas. 7005
Ph./Fax 03 6224 2823
European- and Asian-language and ESL books and cassettes.

Saigon Bookshop
6/47 Park Rd
Cabramatta NSW 2166
Ph. 02 9727 2609, Fax 02 9727 2609
Caters for Vietnamese books, dictionaries, novels and magazines.

Scopo Italian Bookshop
265 Drummond St
Carlton Vic. 3052
Ph. 03 9347 9573, Fax 03 9348 2577
Books, videos, games and resources in Italian.

BEST COPY AVAILABLE

Resource centres and libraries

State and local libraries often hold books in many languages (or can organise to borrow books from other libraries). For example, Fairfield City Library (NSW) holds books in 22 languages, including Arabic, Chinese, Italian, Polish, Russian, Spanish and Vietnamese. These languages reflect the cultural groups residing in the community. Other resource centres include:

State Equity Centre
11-13 Swanson Street
Erskineville NSW 2043
Ph. 02 9582 5860, Fax 02 9659 2874, Email equity.sydney@det.nsw.edu.au
Holds a large range of bilingual resources, including signs and dictionaries in Arabic, Chinese, Croatian, Farsi, Greek, Indonesian, Italian, Korean, Macedonian, Portuguese, Serbian, Spanish, Tagalog, Tongan, Turkish, Vietnamese.

Gowrie Resource Centre
Elliott Ave
Erskineville NSW 2043
Ph. 02 9517 2755, Fax 02 9550 5312
There is a small annual membership fee. Holds books, resources, videos and play equipment that reflect cultural diversity. Materials available in Arabic, Albanian, Australian Aboriginal languages, Bengali, Chinese, Czech, Danish, Dutch, Finnish, French, German, Greek, Gujarati, Hebrew, Hindi, Hungarian, Indonesian, Irish Gaelic, Italian, Japanese, Khmer, Korean, Lao, Latvian, Lithuanian, Macedonian, Malaysian, Maori and Pacific Island languages, Norwegian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbo-Croatian, Slovak, Slovenian, Spanish, Swedish, Tagalog, Thai, Turkish, Ukrainian, Urdu, Vietnamese.

Fairfield Children's Resource Centre
1 Pevensey St
Canley Vale NSW 2166
Ph. 02 9724 7875, Fax 02 9724 7951
Children's books in Arabic, Assyrian, Bengali, Chinese, Croatian, Dutch, Greek, German, Hindi, Italian, Khmer, Korean, Laotian, Macedonian, Malay, Maltese, Maori, Polish, Punjabi, Samoan, Serbian, Spanish, Turkish, Ukrainian, Urdu, Vietnamese.

Languages and Multicultural Education Resource Centre
217 Church St
Richmond Vic. 3121
Email lmerceou@vicnet.au
Language strips for the Rigby Big Books available in Arabic, Chinese, Croatian, French, German, Greek, Hebrew, Italian, Japanese, Khmer, Macedonian, Serbian, Turkish, Vietnamese.

CD-ROMs, interactive stories and videos

Languages for Kids
Australian-made CD-ROM series for background and non-background speakers, designed for the Australian school curriculum. Includes animations, games, activities and songs in English, French, German, Hebrew, Indonesian, Japanese, Korean, Mandarin, Spanish. Published by Smarty Pants Publishing
Website www.smartypantsco.com
Scholastic Australia, ph. 02 4328 2255

Living Books
This series is available in Italian, German and French, and is designed for upper-primary and junior-secondary students. Titles include *Al mare con la Noona, La tartaruga e la lepre, Sheia Rae, la Coraggiosa, Little Monster a scuola.* Available through Intext Book Company.

The Language Market
Reinforces language skills in a sequenced, motivating and contextual way with 160 activities. Suitable for primary and junior-secondary students. Available in Chinese, French, German, Indonesian, Italian, Japanese.

Play and Learn Chinese with Mei Mei (video)
Topics include numbers, body parts, actions, games, greetings, family, names, ages and songs. Suitable for all ages. Available through Global Language Books (see opposite).

Languages on the Internet

Many suitable Internet sites are available in languages other than English. A number are designed for children, providing information, games and activities that are often free to download.

www.nethelp.no/cindy/general.html
For bilingual parents/carers. Includes articles about raising children bilingually, songs and games. Links to other sites are included.

www.yahooligans.com/Around_the_World/Languages/
This is a search engine that provides links to other-language websites including sites in Hmong, Japanese, Sign language, Vietnamese.

www.goprint.qld.gov.au
Goprint is the distributor of the Queensland LOTE kits, which are available in Chinese, French, German, Italian, Indonesian and Japanese.

http://bluemountains.com
Enables children to send and make greeting cards via the Internet in Chinese, French, Italian, Japanese, Korean and Spanish. Also provides a calendar of celebrations such as national days, festival days and religious days.

www.tesol.net/language.html
Provides links to many language resources in Chinese, French, German, Italian, Japanese and Spanish. A good

starting point for finding out what's available on the Net.

http://library.thinkquest.org/50055/index.main.html
Provides information about countries, cultures and resources. There are a variety of activities, fun facts, maps etc. Countries covered include Italy, Greece, China, Germany and Japan.

Spanish

www.pipoclub.com/espanol/juegos/home.htm
www.cyberjuegos.com/
These sites offer a variety of games and activities that can be printed. Games include matching, colouring, find the difference, numbers, alphabet and word games.

Chinese

www.yahooligans.com/Around_the_World/Languages/Chinese
Includes information about Chinese characters, pronunciation and writing. Enter your English name and birthdate to find out what your name in Chinese might be.

Arabic

www.islamicschool.net/count.html
Includes counting, vocabulary, sound and pronunciation games in Arabic and other links to Arabic-language resources.

Swahili

www.yahooligans.com/Around_the_World/Languages/Swahili
Includes information about the Swahili language, some key words and phrases, proverbs, and the history and culture of those who speak Swahili.

References and sources

Australian Bureau of Statistics (1996) *Census of the Commonwealth of Australia: Australia Now*. Australian Bureau of Statistics, Canberra.

Beecher, B & Arthur, L (2001) *Play and Literacy in Children's Worlds*. Primary English Teaching Association, Sydney.

Bialystok, E (1991) 'Metalinguistic Dimensions of Bilingual Language Proficiency'. In Bialystok, E (ed.), *Language Processing in Bilingual Children*. Cambridge University Press, Cambridge, MA.

Corson, D (1998) *Changing Education for Diversity*. Open University Press, Philadelphia.

Cummins, J (1991) 'The Development of Bilingual Proficiency from Home to School: A Longitudinal Study of Portuguese-speaking Children'. *Journal of Education* 173 (2).

Cummins, J (1996) *Negotiating Identities: Education for Empowerment in a Diverse Society*. California Association for Bilingual Education, Ontario.

Durgunoglu, A Y (1998) 'Acquiring Literacy in English and Spanish in the United States'. In *Literacy Development in a Multilingual Context: Cross-cultural Perspectives*. Erlbaum, London.

Durgunoglu, A Y & Verhoeven, L (eds) (1998) *Literacy Development in a Multilingual Context: Cross-cultural Perspectives*. Erlbaum, London.

Garcia-Canclini, N (1995) *Hybrid Cultures: Strategies for Entering and Leaving Modernity*. University of Minnesota Press, Minneapolis.

Gee, J (1996) *Social Linguistics and Literacies: Ideology in Discourse* 2nd ed. Taylor & Francis, London.

Gonez, L & Kodzopeljic, J (1991) 'Exposure to Two Languages in the Preschool Period'. *Journal of Multilingual and Multicultural Development* 12 (3).

Gibbons, P (1991) *Learning to Learn in a Second Language*. Primary English Teaching Association, Sydney.

Hall, S (1996) 'Who Needs 'Identity'?'. In Du Guy, P (ed.) *Questions of Cultural Identity*. Sage Publications, London.

Hornberger, N & Skilton-Sylvester, E (2000) 'Revisiting the Continua of Biliteracy: International and Critical Perspectives'. *Language and Education* 14 (2).

Jones Diaz, C (ed.) (1999) 'Bilingualism, Biliteracy and Beyond'. In *Bilingualism: Building Blocks for Biliteracy*. Conference proceedings of the Bilingual Children's Interest Group and the Language Acquisition Research Centre, University of Western Sydney, Macarthur.

Jones Diaz, C & Makin, L (2002, in press) 'Literacy as Social Practice'. In *Literacies in Early Childhood: Changing Views, Challenging Practices*. MacLennan & Petty, Sydney.

Jones Diaz, C & Harvey, N (2002, in press) 'Other Words, Other Worlds: Bilingual Identities and Literacy' In *Literacies in Early Childhood: Changing Views, Challenging Practices*. MacLennan & Petty, Sydney.

Kress, G (2000) 'A Curriculum for the Future'. *Cambridge Journal of Education* 30 (1).

Lightbown, P & Spada, N (2001) *How Languages Are Learned* 2nd ed. Oxford University Press, Oxford, UK.

New London Group (1996) 'A Pedagogy of Multiliteracies'. *Harvard Educational Review* 60 (1).

Norton, B (1997) 'Language, Identity, and the Ownership of English'. *TESOL Quarterly* 31 (3).

Oliver, R & Purdie, N (1998) 'The Attitudes of Bilingual Children to Their Languages'. *Journal of Multilingual and Multicultural Development* 19 (3).

Romain, S (1995) *Bilingualism* 2nd ed. Blackwell, Oxford, UK.

Wong-Fillmore, L (1991) 'When Learning a Second Language Means Losing the First'. *Early Childhood Research Quarterly* 6 (3).

About the author

Criss Jones Diaz teaches at the University of Western Sydney. Her areas of expertise are children's learning of languages and literacy, bilingualism, equity and social justice. Her research and publications interests are in the area of early-childhood bilingualism, diverse literacy practices and social justice in education. She recently co-edited *Literacies in Early Childhood: Changing Views, Challenging Practice* (see references). Among many publications, she is the co-author of *Literacies, Communities and Under 5s*, published by the NSW departments of Education and Training / Community Services; *Diversity and Difference in Early Childhood*, published by TUNRA Ltd; and *One Childhood, Many Languages: Guidelines for Early Childhood Education*, published by Harper Educational.

pen 130

© 2001 Primary English Teaching Association, PO Box 3100, Marrickville NSW 2204. Tel. 61 2 9566 1277.
ISBN 1440460811
Published by PETA, October 2001.

BEST COPY AVAILABLE